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ABSTRACT

Differences between the perceptions of delinquent and nondelinquent secondary school students in their assessments of school environments through the National Association of Secondary School Principals Comprehensive Assessment of School Environments (NASSP/CASE) School Climate and Student Satisfaction Surveys were studied in Huntsville (Alabama). Subjects were 100 nondelinquent tenth graders from five high schools and 100 delinquent students aged 14 to 16 from Huntsville high schools. Most delinquent students were black, while the majority of nondelinquent students were white. The delinquent group was approximately 87% male and 39% of those could not read on a fourth- through sixth-grade reading level. More delinquent individuals had been retained, and more had disrupted families. No significant interaction was observed between delinquent and nondelinquent status and the assigned school in perceptions of school climate, although a significant difference was noted between delinquents and nondelinquents in perceptions of school climate and student satisfaction. Support was evident for the null hypothesis predicting a main effect for student status. Five tables present study findings. Ten appendixes include the NASSP/CASE instruments and background letters and permission forms. (Contains 41 references.) (SLD)

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A COMPARATIVE ASSESSMENT OF SCHOOL ENVIRONMENTS BY DELINQUENT AND NONDELINQUENT CHILDREN: IMPLICATIONS FOR PUBLIC SCHOOL LEADERS IN ALABAMA

by

Dr. Cathy Connolly McNeal

Dr. Harold Bishop

Mid-South Educational Research Association
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INTRODUCTION TO THE PROBLEM

The children, the schools, and the future of the United States are in crisis. The infrastructure of society is at-risk. In 1983, when A Nation At Risk was released by the Commission of Excellence, in Education the phrase "at-risk" began to represent a particular group of students. Edleman, President of the Children's Defense Fund, stated that it is important that the phrase "at-risk" is understood to include the following:

> Despite stereotypes, it is not just the 13 million poor children or the millions more in moderate-income families who are unsure about their futures. A growing number of privileged youths suffer from spiritual poverty - boredom, low self-esteem, and lack of motivation - stemming from "the family wealth that insulates children from challenge, risk and consequence (Friedman, 1986, p. 78).

It is vital for the educators of the United States to realize that, to achieve a level of excellence that is being demanded by the public of the field of education, certain issues must be addressed. The nation must address the issues of "poor children, give priority to early education, affirm the centrality of language, provide enrichment programs that reflect the changing work and family patterns of the nation, and learn more about how children learn" (Boyer, 1987, p. 6).

The schools and families of America are in crisis. The purpose of schools is not to help kids do well in school, according to Elliot Eisner in a presentation to the Association for Supervision and Curriculum Development titled, Some Ideas In Search Of Schools, Eisner (1991) stated the following:

> Schools don't exist for schools, but for the kind of life that kids are able to live outside of schools. The dependent variable of education is not achievement tests, but what people do and say and behave outside the context of schools, to teach how life is led. The performance of the journey and what the quality of the journey is what really counts (Eisner, 1991, Cassette Recording).

Educators do not simply work with the heads of students, but with the entire context of the student, the social and emotive make-up of the student. Eisner has said that good schools increase the individual differences of students, not diminish them. "Imagine an orchestra with only woodwinds. It would have limited range with no other instruments. A composer would have larger possibilities with all the instruments. This is a model of our culture" (Eisner, 1991, Cassette Recording).

The National Governor's Association and President Bush have targeted the year 2000 for the United States to reach six national educational goals announced in April, 1991. According to the document, America 2000, the national educational goals include the following:

1. All children will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subjects including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every American adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (America 2000, 1991, p. 3).

The public wants the schools of today to be accountable for their effectiveness as organizations that serve a purpose in society. Eisner and other educational authorities agree that the more society becomes increasingly fragmented and impersonal, the more schools become society and the less schools are community. Schools need to become more community and less society. The caring kind of link that is gone from neighborhoods needs to be present in schools to bring a fragmented society together. The six

national educational goals go beyond instruction (only two goals deal directly with instruction) and involve the process of changing behaviors outside of school.

Lawrence Kohlberg based his cognitive-developmental theory "on the notion of a mutual interrelationship between the organism (the person) and the environment" (Chazan, 1985, p. 70). Kohlberg agreed with John Dewey's perspectives on the topic of the cognitive-developmental approach to socialization. "To be human and moral is to interrelate with other people in a social context" (Chazan, 1985, p. 70). Dewey and Kohlberg both voiced their opinion on the issue of the interaction of the relationship between individuals and social settings. Dewey stated in his book, Theory of the Moral Life: "The human being is an individual because of and in relation with others." (Dewey, 1960, p. 80).

The concept of the school environment as an influence on how "students develop and learn" (NASSP, 1987, p. 1) is part of what can make an effective school. In 1982, the National Association of Secondary School Principals (NASSP) developed a Task Force on Effective School Climate made up of Dr. Edgar A. Kelley, Eugene R. Howard, Dr. Stephen K. Miller, Dr. Neal Schmitt and Dr. James W. Keefe. The task force developed a set of four survey instruments called a Comprehensive Assessment of School Environments (CASE); including: School Climate Survey, Student Satisfaction Survey, Teacher Satisfaction Survey, and Parent Satisfaction Survey. The Task Force on Effective School Climates formulated a general model of the school environment that goes beyond a simple consideration of school climate and includes a full range of input and output for the purpose of school improvement (NASSP, 1987, p. 1).

Effective education requires an environment that is conducive to the development of learning. Stedman (1987) concluded from his research on two effective elementary schools that "there were nine broad categories related to effectiveness" (p. 218):

1. Emphasis on ethnic and racial pluralism.
2. Parent participation.
3. Shared governance with teachers and parents.
4. Academically rich programs.
5. Skilled use and training of teachers.
6. Personal attention to students.
7. Student responsibility for school affairs.
8. An accepting and supportive environment.
9. Teaching aimed at preventing academic problems.
   (Glickman, 1989, p. 19).

All nine categories influence the operation of effectiveness factors in schools and at the same time appear to make up the social context of the school. Once each student has an opportunity to experience personal attention from teachers and parents within an accepting and supportive environment, then that school is academically rich. The idea of educational attainment as a success measurement is feasible for every student. The importance of effective schools goes beyond the activities within the classroom and involves the impact of the total school environment on the student.

Research shows that "a positive school climate where teachers can work and students can learn" (Curran, 1983, p. 72) is one of the characteristics of an effective school. Curran also pointed out in his research that an effective school "is a purposeful organization whose members seek, through common effort, to achieve established goals" (Curran, 1983. p. 73). The utmost purpose of education is the improvement of learning to make education equitable for all students, not simply the ones who fit the mold. It is important that a climate of high expectations for success be equally present for all students along with a positive, safe, and orderly environment.

Hilliard (1991) emphasized the importance of educating all the children of the United States "to create educational systems that prepare students both for their economic role in society and for their social, intellectual, and spiritual enhancement as well" (p. 35).

He further stated that:

> Deep restructuring is a matter of drawing up an appropriate vision of human potential, of the design of human institutions, of the creation of a professional work environment, of the linkage of school activities and community directions, of creating human bonds in the operation of appropriate socialization activities, and of aiming for the stars for the children and for ourselves academically and socially (p. 35).

The improvement of education is the responsibility of both educators and community members to provide a climate that is conducive for all students and beneficial to the future of our country.

For the purpose of this study, the term "climate" shall refer to "the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members" (Keefe, Kelley, and Miller, 1985) (NASSP, 1987, p. 3). The CASE Task Force relied on this definition of climate in defining an individual school's environment along with the idea of shared perceptions:

> The shared perceptions of climate represent what most people believe, not the individual's personal reaction to the environment. These shared perceptions tend to be persistent and stable over time. Just as meteorological climate is largely unaffected by daily shifts in temperature, the climate of the school is a relatively stable phenomena (NASSP, l987, p. 3).

Purpose of the Study

This study shall have the following purpose:

To examine the differences between the shared perceptions of delinquent and non delinquent children in the secondary schools of the Huntsville City School System of Madison County, Alabama, in their assessment of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys.

The environments of schools affect the outcome of students' satisfaction and productivity. According to the National Association of Secondary School Principals instrument CASE (1987), "satisfaction is the personal, affective response of an

individual to a specific situation or condition" (p. 3). The organization further stated that "productivity is the effectiveness and efficiency of attainment of intended and unintended student goals: A. cognitive; B. affective; and C. psychomotor" (p. 2).

Null Hypotheses

The study was driven by the following null hypotheses:

1. There shall be no significant interaction between student status (delinquent and nondelinquent) and assigned school in students' perception of school climate, as measured by the NASSP-CASE School Climate Survey (see Appendix A).

2. There shall be no significant difference between delinquent and nondelinquent students over all schools in their perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

3. There shall be no significant difference among schools (Butler, Grissom, Huntsville, Johnson and Lee High School, Huntsville City Schools, Huntsville, Alabama) with delinquent and nondelinquent combined in students' perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

Hypothesis one through three are in hierarchical order. Hypotheses two and three will not be tested if a significant interaction is found in hypothesis one. If no significant interaction is found in hypothesis one, hypotheses two and three will be tested.

4. There shall be no significant interaction between student status (delinquent and nondelinquent) and school in students' perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey (see Appendix B).

5. There shall be no significant difference between delinquent students and nondelinquent students over all schools in their perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey.

6. There shall be no significant difference among schools (Butler, Grissom,

Huntsville, Johnson and Lee High School, Huntsville City Schools, Huntsville, Alabama) with delinquent and nondelinquent combined in students' perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey.

Hypothesis four through six are in hierarchical order. Hypotheses five and six will not be tested if a significant interaction is found in hypothesis four. If no significant interaction is found in hypothesis four, hypotheses five and six will be tested.

REVIEW OF RELATED LITERATURE

The review of literature reveals that a significant body of knowledge already exist concerning: school environment; at-risk students; delinquency; education attainment and extracurricular activities and its relationship with the implicit curriculum and the school environment; and social development and extracurricular activities and its relationship with the implicit curriculum and the school environment. This body of knowledge leads to the conclusion that the school environment can and should support positive educational attainment and social development of both delinquent and nondelinquent students through the connection of students to conventional society.

The curriculum of the school consists of the explicit, the implicit, and the null curriculum. The curriculum is an important part of the work environment for a school organization. Eisner (1991) has said that the public and advertised curriculum of a school sets the criteria for the explicit curriculum or what is printed in the curriculum handbook. The implicit curriculum of the school is what it teaches to students because of the kind of place it is or the school environment. Finally, the null curriculum is what school do not teach, and this may be just as important as what they do teach. The implicit curriculum according to Dreeden (1967) allows students to make the transition from life as students to life as adults.

School administrators should initiate the assessment of school environments by a climate assessment tool as part of the planning and evaluation process to improve

school programs. The use of the climate assessment tool benefits the search for better ways to improve instruction and increase the effectiveness of the school. The leadership of the school's administration is a key factor in the process of establishing the school's climate, and this process should include teachers, parents, and community. McDill and Rigsby (1973) clearly showed that school climate has an impact and direct effect on the educational outcomes among individual students. The disruptive school environment assists the fragmentation of the social integration of youth and adolescence into the community. Additionally, the educational polices of the past twenty-five years of "larger school size, increasing specialization of staff, and diversification of curriculum" (Bryk & Thum, 1989, p. 355) increased the fragmentation of the human experiences of school for students. Whereas, a well- disciplined, safe school environment with an emphasis on academic pursuits leads to increased interaction between the faculty and students and lowers absenteeism. The nurturing school environment allows students to develop cognitive, abstract, creative, and problem solving skills. A nurturing environment includes the factors of "a clear mission, clear goals and collaborative efforts in interpersonal communications" (Hilliard, 1991, Cassette Recording).

The challenge of meeting the educational needs of at-risks students involves the institutionalization of "social capital" into the schools. Coleman defined "social capital as the norms, values, and human resources that parents and adults in the community must make available to children for their educational and social development" (O'Neil, 1991, p. 7). A school board member in New Orleans viewed the problems of at-risk students and realized that many of the children were in daily drug-infested and violent environments. Rather than leave the children at the mercy of the streets, McKenna began a year round school in two schools. This method lowered the suspension and expulsion rates and increased the attendance of at-risk students.

Senator Pat Moynihan wrote about the at-risk status of the black family in 1965.

He pointed out the many young men are raised by single mothers and had no stable relationship with a male authority figure. This type of childhood leads to low expectations for the future and chaos for the community of which that child is a member. Taylor (1991) points out that the African-American child's race alone may be sufficient reason to place the child at-risk in school. Winfield (1991) stated that just demographic characteristics might place a student at-risk. In the south, the black male is a segment of the population at-risk because of past and present social, political, and economic demographics.

Once a student has been identified as at-risk, the process of reducing the risk and providing the child with resilience becomes vital to prevent failure. Clark (1983) pointed out the "recommendations for the need to strengthen existing in-school support systems for African-Americans by using mentorship programs and developing extracurricular activities to make students feel connected to the school environment" (Winfield, 1991, p. 11). Once a student feels a connection between the school and his personal needs, the chance of success of educational attainment and social development increases.

Juvenile criminal behavior is projected to increase in the 1990s. The need for research on the topic of gangs and violent juvenile crime is an important step for educators, parents, and communities. The horizontal approach of involving all the community resources is needed to combat the bureaucratic lines of the present vertical approach to preventing antisocial behavior in juveniles. The answer to the future of at-risk students requires a vision of an overall social future that will motivate all students to achieve in schools to the highest possible potential appropriate for every student.

The interactional theory of delinquent behavior developed by Thornberry (1987) stated that delinquent behavior is brought on by "a weakening of the person's bond to conventional society, represented, during adolescence, by attachment to parents, commitment to school, and belief in conventional values" (p. 886). Once an adolescent

begins to develop associations with delinquent peers and delinquent values, his or her connection to conventional society is weakened. The variables of class, minority-group status, and the social disorganization of the neighborhood of residence affects the development of delinquent behavior. A student who is at-risk in school because of his or her social structure needs a link with adults and other adolescents that provides a positive social support system. The characteristics of delinquency according to Wilson (1983) and Elliott, Huizinga, and Ageton (1985) include: lax discipline, especially for the father; lack of effective supervision; lack of cohesiveness in the family; learning disabilities; low educational attainment; and association with antisocial peers. The antisocial behavior of adolescents is the best indicator of possible deviant behavior that would lead to adolescent criminal behavior. Schools should offer an intervention program for preventing antisocial behavior that includes the school and parents. The lack of involvement and attachment to the school fragments the student from society and encourages at-risk behavior. An intervention program that encourages an attachment to conventional society would discourage the development of antisocial behavior that leads to delinquency in many cases.

The opportunity for adolescents to participate in student activities of the implicit curriculum plays a strong role in successful educational attainment and the social development of students. Eder and Parker (1987) stated in their work that extracurricular events become social occasions that provide an opportunity for students to interact informally with peer groups, faculty, parents and the community. Extracurricular activities also act as a method of passing the parent's socioeconomic advantages on to the children by increasing their ability to achieve educational attainment according to a study by Otto (1975). William Spady (1970) stated that the peer relationship children establish in high school sets the stage for subsequent college attainments and provides a source for future success or failure by the students. The academic resilience, particularly among African American males, is especially encouraged by sports and athletic

participation according to a study by Clark (1991). The idea of coaching the children both athletically and academically would provide a gold mine for the increased effectiveness of instruction. Athletic coaches review previous games and analyze weaknesses and strengths of players. Coaches then provide additional practice to increase strengths and improve weaknesses of the student's performance. Once a child has gone through the process in athletics, the possible transfer of this new skill to the academic area allows a form of resilience for the student. The idea of providing many opportunities for children to participate in student activities gives all students, no matter the socioeconomic background, academic achievement rate, behavior and other possible at-risk factors, the chance to develop socialization skills that will led to a successful transition from childhood to adulthood. Encouraging appropriate student participation in extracurricular activities may be one of the most effective actions teachers and administrators can take to help improve students' aspirations and attainments (Ornstein, 1989, p. 278).

One trend in the past 25 years that could have a negative effect on the level of student participation in the implicit curriculum would be the increasing size of high schools. The research work of Baird (1969), Barker (1964), and Grabe (1976) (all cited in Grabe, 1981) revealed that students in small schools are more likely to participate in more school sponsored activities and at the same time experience a greater sense of obligation to participate (Willems, 1967). Students who attend small high schools participate in a wider variety of voluntary student activities than students who attend larger high schools, even though larger schools offer a larger range of activities to select from for student activities. The explicit curricula across the country in secondary schools are very much the same. What makes the difference in schools is the implicit curriculum. Perhaps some schools are providing environments that are conducive to educational attainment and social development by adolescents because of the implicit curriculum of the school.

Dreeben pointed out the sociological aspects of school learning and related this to the learning that takes place in the family situation. The fact that many of the at-risk students are ethnic minorities could have a effect on the economic future of our nation. Antisocial behavior and fragmentation from conventional society is a negative influence on any adolescent children. The practice of improving racial attitudes and behaviors in schools was addressed by Slavin and Madden (1979). The conclusion of their study was the importance of providing interracial contact among students in class and team activities to increase the positive interracial attitudes and behaviors of those students. The "social capital" of our nation needs to be transferred to our children by the parents, adults, schools, and community members. The schools are the only social institution that all children must attend as required by law at a given time during their life. Each school is a different place with a different climate, but the educators, the parents, and the communities must recognize the need to place a higher value on the importance of the implicit curriculum in the process of successful educational attainment and social development of our nation's children. Children are at-risk in larger and larger numbers. If our children are at-risk, the nation is at-risk. On the positive side, school environments can promote an effective level of educational attainment and social development by all students, even those at-risk, by the development of an implicit curriculum that is inclusive of all the students, and not exclusive for only a select few.

METHODOLOGY

Introduction

This study had the following purpose:

To examine the differences between the shared perception of delinquent and nondelinquent children in the secondary schools of the Huntsville City School System of Madison County, Alabama, in their assessment of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys.

The shared perceptions of delinquent and nondelinquent children on the assessment of school environments provides answers to the questions asked by the NASSP-CASE School Climate and Student Satisfaction Surveys. This study employed two-way analysis of variance techniques. This chapter contains restatement of the null hypotheses, information about the selection of the participants in the study, demographic information about Huntsville and its population, description of the validity and reliability of the NASSP-CASE School Climate and Student Satisfaction Survey, the description of the Social History Information Report (see Appendix C), description of the data collection procedures, and description of the data analysis.

Null Hypotheses

The study was driven by the following null hypotheses:

1. There shall be no significant interaction between student status (delinquent and nondelinquent) and assigned school in students' perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

2. There shall be no significant difference between delinquent and nondelinquent students over all schools in their perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

3. There shall be no significant difference among schools (Butler, Grissom, Huntsville, Johnson and Lee High School, Huntsville City Schools, Huntsville, Alabama) with delinquent and nondelinquent combined in students' perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

Hypotheses one through three are in hierarchical order. Hypotheses two and three will not be tested if a significant interaction is found in hypothesis one. If no significant interaction is found in hypothesis one, hypotheses two and three will be tested.

4. There shall be no significant interaction between student status (delinquent and nondelinquent) and school in students' perceptions of student satisfaction, as mea-

sured by the NASSP-CASE Student Satisfaction Survey.

5. There shall be no significant difference between delinquent students and nondelinquent students over all schools in their perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey.

6. There shall be no significant difference among schools (Butler, Grissom, Huntsville, Johnson and Lee High School, Huntsville City Schools, Huntsville, Alabama) with delinquent and nondelinquent combined in students' perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey.

Hypotheses four through six are in hierarchical order. Hypotheses five and six will not be tested if a significant interaction is found in hypothesis four. If no significant interaction is found in hypothesis four, hypotheses five and six will be tested.

Subjects

Subjects for this study were delinquent and nondelinquent children of the Huntsville City Schools, Huntsville, Alabama. Their perceptions of school climate and student satisfaction were measured by the NASSP-CASE School Climate and Student Satisfaction Surveys. The subjects consisted of one group of a hundred nondelinquent students and a second group of a hundred delinquent students enrolled in the Huntsville City School's high school. These groups were divided into smaller groups of delinquent and nondelinquent students from the five individual high schools.

The first category consisted of nondelinquent children. This group consisted of one hundred nondelinquent students from 10th grade English class in each of the five secondary schools in the Huntsville City Schools: Butler High School, Grissom High School, Huntsville High School, Johnson High School, and Lee High School. Access to these nondelinquent children was granted by Dr. Ron Saunders, Superintendent of the Huntsville City Schools. The 10th grade English classes were randomly selected at each of the high schools during Spring, 1992. It took six weeks to complete the

sampling of the nondelinquent children.

The second group consisted of one hundred delinquent students from the five secondary schools in the Huntsville City Schools: Butler High School, Grissom High School, Huntsville High School, Johnson High School, and Lee High School.

The second category of delinquents consisted of:

a. One hundred children who had been found to be delinquent children by the order of the court.
b. Students between the ages of 14 and 16 years of age.
c. Students enrolled in one of the secondary high schools of the Huntsville City Schools.
d. Delinquent children who had not previously taken the NASSP-CASE School Climate and Student Satisfaction Surveys in their 10th grade English classes at their schools.

Access to the delinquent children was obtained through the probation officers of the Robert Neaves Center for Children of Huntsville, Alabama. The Robert Neaves Center for Children is operated under the direction of the Madison County Court System. The center offers a comprehensive effort of community service, youth rehabilitation, and victim restitution for juveniles of Madison County, Alabama. The juveniles who are found to be delinquent by order of the court have a weekly appointment time with their probation officer. Dr. James Davis, Chief Juvenile Probation Officer and Director of the Robert Neaves Center for Children, in cooperation with this study, devised a voucher system between the probation officer and the delinquent child (Dr. James Davis, personal communication, March 3, 1992). The probation officer gave vouchers to delinquents who fit the criteria for this study during their weekly appointment time. The probation officer encouraged the delinquents who fit the criteria to voluntarily participate in this study. A $2.00 incentive was offered to each delinquent who completed the survey at the time he/she received the voucher.

The researcher was on site at the Robert Neaves Center for Children during the afternoon appointment times to administer the instrument. This method of data collecting averaged one to three delinquents participating in the study each day. It took ten weeks to complete the survey sample of the delinquent students. The researcher found that the delinquent students had difficulty in reading the NASSP-CASE School Climate and Student Satisfaction Surveys. The surveys have a readability level of 4th to 6th grades. To eliminate difficulties associated with asking subject whether they could read or not, the researcher offered each delinquent participant two options: (1) participants could complete the survey independently, or (2) participants could have the researcher read the survey items as they completed the questions. The delinquent group had 39.0% who chose to have the researcher read the instrument to them. This group was 87% male and 13% female. The 39 delinquent students who had difficulty in reading the instrument were from the following schools: 41% from Butler, 10% from Grissom, 8% from Huntsville, 26% from Johnson and 15% from Lee.

Demographics of Subjects

The future of our nation depends upon the children of this nation, and this also includes the plight of the growing number of at-risk students. The importance of education for at-risk students was stressed by the Committee for Economic Development (1987): "This nation cannot continue to compete and prosper in the global arena when more than one-fifth of our children live in poverty and one-third grow up in ignorance" (Edelman, 1989, p. 77). The 1990 Census figures show that the Huntsville and Madison County population has become more racially diverse in the last decade. "The city's population as a whole climbed by 12.12 percent since 1980, from 142,513 to 159,789 last year. Madison County's population grew by 21.3 percent, from 196,966 to 238,912" (Accardi, October 13, 1991, p. A1).

> "Not only was the number of blacks up last year, but all major ethnic groups increased in number relative to the population in 1980. In

> Huntsville, the number of Asians and Pacific Islanders alone nearly tripled, growing from about 1,200 in 1980 to more than 3,400 last year. And, the group made up of American Indians, Eskimos, and Aleuts grew from 249 to 816" (Accardi, October 13, 1991, p. A2).

Douglas Turner, assistant professor in history and political science at Alabama A & M University, stated that "Huntsville is becoming a little more cosmopolitan, a little more diverse" (Accardi, October 13, 1991, p. A2).

The 1990 census showed that the "median age in Huntsville rose from 28.9 in 1980 to 32.6 in 1990. In 1990, the census found that almost a third of school-age children were black, but only 22 percent of the voting-age citizens were black" (Rich, August 13, 1991, p. A1). The white population of Huntsville grew 4.87 percent from 1980 to 1990.

> Huntsville's black population is growing larger and younger, growing at a faster rate here than in the state and nation as a whole. From 1980 census to 1990's the city's black population increased from 29,535 to 39,106, a 32.4 percent increase.Nationally the black population went up by 13.23 percent, and inAlabama by only 2.45 percent. Overall, blacks make up 24.4 percent of Huntsville's population up from 20.72 percent a decade ago. In Madison County overall, the percentage of blacks grew from 19.84 percent to 20.1 percent in the last ten years. Blacks make up 12.1 percent of the U.S. population and 25.3 percent of Alabama's (Rich, August 13, 1991, p. A1).

Alabama A & M University's Department Head of Community Planning and Urban Studies, Constance Jordan, stated that now is the time for the city of Huntsville to start planning for the future of the young black population. Jordan stated that she was surprised by the significant rise in the black population in Huntsville, Alabama, but very few places in the South are growing like Huntsville (Rich, August 13, 1991, p. A3).

Jordan showed concern for the work patterns, economic status, and quality of life-styles of the growing black population of Huntsville.

Michael G. Rich stated in the Huntsville News that, "One statistic that shows it is not improving is the number of black children being raised by single mothers. In black

household with children, 43 percent were headed by single mothers. That figure is only 14 percent for whites in Madison County" (Rich, August 13, 1991, p. A3). Dr. Jim Davis, Chief Juvenile Probation Officer and Director of the Robert Neaves Center for Children, pointed out in an interview on March 4, 1992, that the juveniles who are part of the center's program are 58 - 60 percent black males, as compared to the 24.4 percent black population of the city of Huntsville, Alabama. The researcher found the delinquent subjects at the Robert Neaves Center for Children to be 55.0% Black males and 9.0% Black females

The 1990 census reports on income and poverty showed that 19.1 percent of Alabama's households were living in poverty (USA Today, Sept 27, 1991, p. A8). It also showed that a national crisis is present with 23.6 percent of children under the age of six living in poverty in the United States. "Half of the U. S. poor are children or old people" (USA Today, Sept 27, 1991, p. A10). Rich (1991) stated that a 1986 federal study titled, Family Disruption and Economic Hardship, showed:

> that children living with two parents are economically better off than other children. It also showed that when the father leaves, a family's monthly income typically falls by 37 percent. If the parents reconcile or if the mother remarries, that income level rises by about the same amount" (Rich, August 13, 1991, p. A3).

The 1990 Census for Madison County, Alabama, showed : " a growing number of family households in Huntsville headed by a women with children but no husband - a number that has increased from 3,885 in 1980 to 4,783 last year. Across, Madison County, including Huntsville, the count was up by some 1,500 - from 4,629 in 1980 to 6,190 last year" (Accardi, October 15, 1991, p. A1). Accardi (1991) also stated that census takers "noted that the share of all Huntsville households headed by married couples - whether or not they have children - dropped from 61.45 percent in 1980 to 53.22 percent last year" (Accardi, October 15, 1991, p. A2).

The 10th grade from each of the high schools in the Huntsville City School

System was selected as the nondelinquent sample because the largest number of delinquent students was founded between the ages of 13 and 16 years of age. Dr. James Davis stated that the majority of delinquent students who go through the Robert Neaves Center for Children are between the ages of 13 and 16 years of age. The 13 year old was not included in the sample because most 10th graders are not as young as 13 years of age. The age range of 14 to 16 years of age is one in which most of the 10th graders were to be found. A sample of five English classes at each of the high schools produced a sample of 100 non delinquent students. A sample of 100 delinquents were obtained from the Robert Neaves Center for children with the cooperation of the Madison County District Court Judges and the staff of the Robert Neaves Center for Children. There were 1,644 10th grade students in the Huntsville City Schools during Spring, 1992, and all the possible subjects were from this 10th grade group. Therefore, this study asked the perceptions about school climate and student satisfaction of approximately 12 percent of the entire tenth grade group (see Table 1).

Table 1 – Population of the Huntsville City Schools as of March 1, 1992

	Number of Students by Grade				
School	9th	10th	11th	12th	Total
Butler	414	312	260	235	1,221
Grissom	567	527	472	457	1,023
Huntsville	289	295	280	276	1,140
Johnson	354	235	224	213	1,026
Lee	300	275	225	192	992
Total	1,924	1,644	1,461	1,373	6,402

Instrumentation

The NASSP-CASE School Climate and Student Satisfaction instruments were employed to obtain data about the delinquent and non delinquent children's assessment of school environments. These instruments are highly rated instruments that have been national validated for assessing school environment in secondary schools. Permission

to use the NASSP- CASE School Climate and Student Satisfaction surveys was granted by Dr. James Keefe, Director of Research, The National Association of Secondary School Principals. (See Appendix D). The NASSP named a task force on Effective School Climate in 1982, with the objective "to review existing research literature and measures of school climate, and to offer recommendations to practitioners and researchers about assessing and improving school climate" (NASSP, 1987, p. 1). This task force developed four survey instruments: School Climate Survey, Student Satisfaction Survey, Teacher Satisfaction Survey, and Parent Satisfaction Survey. The model developed by the task force calls for the use of the School Climate Survey with the various satisfaction surveys. The instrument was pilot tested and refined in two national pilot studies. The national studies were conducted by the Western Michigan University. "The NASSP-School Climate Survey is normed for use with students in grades 6-12, and for use with teachers, and parent or citizen groups. Instrument readability is rated at grades five through six" (NASSP, 1987, p. 3). The three different satisfaction surveys were developed by Nel Schmitt and Brian Loeber at Michigan State University. "After initial development and field tests, all three instruments were subjected to a national pilot study and a subsequent national normative study. The readability level of the student survey is grades four through six" (NASSP, 1987, p. 4).

The National Association of Secondary School Principals - CASE School Climate Survey collects data about the perceptions on ten subscales:

> Teacher-Student Relationships. Perceptions about the quality of the interpersonal and professional relationships between teachers and students.
> Security and Maintenance. Perceptions about the quality of maintenance and the degree of security people feel at the school.
> Administration. Perceptions of the degree to which school administrators are effective in communicating with different role groups and in setting high performance expectations for teachers and students.
> Student Academic Orientation. Perceptions about student attention to task and concern for achievement at school.
> Student Behavioral Values. Perceptions about student self-discipline and

tolerance for others.
Guidance. Perceptions of the quality of academic and career guidance and personal counseling services available to students.
Student-Peer Relationships. Perceptions about students' care and respect for one another and their mutual cooperation.
Parent and Community-School Relationships. Perceptions of the amount and quality of involvement in the school of parents and other community members.
Instructional Management. Perceptions of the efficiency and effectiveness of teacher classroom organization and use of classroom time.
Student Activities. Perceptions about opportunities for and actual participation of students in school-sponsored activities. (NASSP, 1987, p. 3).

The National Association of Secondary School Principals - CASE Student Satisfaction Survey provides data about student perceptions on eight subscales:

Teachers. Student satisfaction with the professional behaviors of teachers.
Fellow Students. Student Satisfaction with peer group relationships.
Schoolwork. Student satisfaction with the range of courses and the nature of classwork in the school.
Student Activities. Student satisfaction with the number and types of school-sponsored activities and with opportunities for student participation.
Student Discipline. Student satisfaction with the degree to which the school is an orderly and safe environment.
Decision-Making Opportunities. Student satisfaction withopportunities to provide input on decisions about curriculum, school events, etc.
School Buildings, Supplies, and Upkeep. Student satisfaction with the quality and availability of library resources, learning materials, and supplies, and with the upkeep of the buildings and grounds.
Communication. Student satisfaction with the availability of information and opportunities to communicate with others about school events (NASSP, 1987, p. 4).

The internal consistency estimates of reliability of the School Climate and Student Satisfaction Surveys "had been calculated for each subscale based on data collected in pilot and normative studies. These indices provide an estimate of the degree to which items on a given subscale are similar in meaning. The average internal consistency reliability of the climate subscales is 0.81, with a range from 0.67 to 0.87. The average reliability of the Student Satisfaction Survey subscales is 0.81, with a range

from 0.76 to 0.83" (NASSP, 1987, p. 5)

The content validity and construct validity of the climate and satisfaction instruments were developed by the task force during the pilot studies. The content validity was confirmed during the field test when "redundant and ambiguous items were revised or excluded. Pilot testing of the instruments offered serval opportunities for input and feedback from school personnel. Both empirical data from the field studies and rational considerations guided the formulation of subsequent drafts of each instrument" (NASSP, 1987, p. 6).

The construct validity involves the ability of each instrument to measure the school climate and satisfaction of each group. The task force used exploratory and confirmatory factor analysis during the pilot testing.

> Factor analysis is a computerized statistical technique used toidentify the basic relationship among sets of test scores. Factoranalysis of the climate and satisfaction instruments identifiedboth the intercorrelated items and the underlying factors(subscales) that seemed to account for the correlations. These analyses confirmed the conceptualization of the scales and guidedthe revision of the instruments" (NASSP, 1987. p. 7).

The task force reviewed the two national pilot tests of the climate and satisfaction instruments, providing support for both the content validity and construct validity.

The data gathered from the Social History Information Report identifies the following at- risk factors:

1. Academic achievement level was identified through Questions 5, 6, and 7.
2. Academic values were identified through Question 8.
3. Retention in grade was identified through Questions 9, 10,and 11.
4. Behavior problems were identified through Question 12.
5. Attendance record will be identified through Questions 13, 14,15, and 16.
6. Socioeconomic standing was identified through Questions 17,18, 19, and 20 (See Appendix E).

Data Collection

Permission to collect data from human subjects was granted by Dr. Stephen W. Hebbler, University Representative, Institutional Review Board for the Protection of Human Subjects, on April 13, 1992 (See Appendix F).

A letter was sent to the superintendent of the Huntsville City School System describing the nature of the study and requesting permission to conduct the study in the five city high schools. (See Appendix G). After receiving permission from Dr. Ron Saunders, Superintendent of the Huntsville City Schools, the principal of each the Huntsville City Schools high school was contacted to arrange for a time to administer the NASSP CASE School Climate and Student Satisfaction Surveys and the Social History Information Reports to one tenth grade English class at each school. The following sequence of events was used in collecting data from the nondelinquent children in a 10th grade English class at each of the five Huntsville City Schools high schools:

1. The principal of each of the five Huntsville City Schools high schools was contacted and given a copy of the letter from Dr. Ron Saunders, Superintendent of Huntsville City Schools, granting permission to administer the NASSP-CASE School Climate and Student Satisfaction Surveys and permission to obtain information from each student on the Social History Information Report.

2. Targeted nondelinquent tenth grade English classes were randomly identified at each school.

3. The English teacher of each targeted tenth grade English class at each of the five high schools was contacted requesting one class period to administer the NASSP-CASE School Climate and Student Satisfaction Surveys. The principals were asked to provide one release class period for the each of the targeted English classes to allow time to collect the data from the NASSP-CASE School Climate and Student Satisfaction Surveys and the Social History Information Report.

4. Each of the five English teachers were given letters of informed consent two

days before the NASSP-CASE School Climate and Student Satisfaction Surveys and the Social History Information Reports were to be administered to their tenth grade English class. The teachers were requested to hand out the letters of informed consent to the students to take home to their parents two days before the instruments were to be administered to the students. (See Appendix H). The letters of informed consent to the parents requested permission that their student participate in this study and provided information about the purpose of the study.

5. The process of administering the NASSP-CASE School Climate and Student Satisfaction Surveys to the tenth grade English classes was a process of following the instructions in the Examiner's Manual of the CASE instrument to properly administer the test. Each student was also requested to voluntarily fill out the Social History Information Report after he or she completed the surveys.

6. The results of the NASSP-CASE School Climate and Student Satisfaction Surveys were tabulated and prepared for data analysis.7. The demographic data from the Social History Information Reports of the non delinquent students were tabulated and prepared for data analysis.

Dr. James Davis, Chief Juvenile Probation Officer and Director of the Robert Neaves Center for Children, (Dr. James Davis, personal communication, March 3 & 6, 1992) in an interview requesting permission to conduct this study, stated that he strongly felt that a voucher system would be the ideal way to collect information from delinquent children who fit the criteria and at the same time provide protection of the identity of the children. He expressed a positive need by the Robert Neaves Center for Children and the Madison County District Court Judges for the nature and worthiness of this study.The Social History Information Report was administered to the delinquent child at the same time the instruments were administered. This method protected the identity of the delinquent children. This process provided a step where duplication in the two samples would be avoided. The process of conducting the non delinquent group

data collection first allowed the probation officer to ask the delinquent subjects if they had previously taken part in this study on the assessment of school environments in their tenth grade English class at school. The Madison Court District Court senior judge, Judge Hartwell B. Lutz, and Dr. James Davis (Judge Hartwell B. Lutz & Dr. James Davis, personal communication, March 6, 1992) discussed this study and expressed that the data should be collected in the following fashion from the delinquent children who fit the criteria at the Robert Neaves Center for Children.

1. Target delinquents were identified as follows:

    a. One hundred children who have been found to be delinquent by the order of the Madison County District Court System.

    b. Students between the ages of fourteen and sixteen years of age.

    c. Students enrolled in one of the secondary high schools of the Huntsville City Schools.

    d. Delinquent children who have not previously taken the NASSP-CASE School Climate and Student Satisfaction Surveys in their tenth grade English class at their schools

2. Access to the delinquent children was obtained through the probation officers of the Robert Neaves Center for Children of Huntsville, Alabama. The delinquent children have a weekly appointment time with their probation officer. During this weekly appointment time the probation officer gave the children who fit the criteria a voucher and encouraged them to voluntarily participate in this study (See Appendix I). The parents or guardians of the delinquent children were given a letter of informed consent at that time requesting that their child participate in this study. (See Appendix J). The researcher was on site at the Robert Neaves Center for Children during the afternoon appointment times to administer the NASSP-CASE School Climate and Student Satisfaction Surveys. Dr. Davis suggested that, to encourage the delinquent subjects to participate in this study, an incentive fee of $2.00 per student be paid to the delinquent

at the time the instrument is administered. Judge Hartwell B. Lutz of the Madison County District Court System gave verbal approval of the voucher method and the $2.00 incentive payment for soliciting delinquent participation in this study (Dr. James Davis & Judge Hartwell B. Lutz, personal communication, March 6, 1992).

3. The process of administering the NASSP-CASE School Climate and Student Satisfaction Surveys to the delinquent children was a process of following the instructions in the Examiner's Manual of the CASE instrument to properly administer the test. The Social History Information Report was administered immediately after the subject had completed the NASSP-CASE School Climate and Student Satisfaction Surveys.

4. The results of the NASSP-CASE School Climate and Student Satisfaction Surveys were tabulated and prepared for data analysis.

5. The demographic data for the Social History Information Reports of the delinquents were collected at the same time the NASSP-CASE School Climate and Student Satisfaction Surveys were administered to the delinquent students.

6. The demographic data of the Social History Information Reports were tabulated and prepared for data analysis.

Data Analysis Techniques

A Social History Information Report provided a demographic profile of delinquent and nondelinquent children. The data analysis used in the Social History Information Report involved percentages and simple frequencies. The data for the Social History Information Report were collected at the time each student took the NASSP-CASE School Climate and Student Satisfaction Surveys. These data provided an in-depth investigation and outline of the demographics of the two groups of delinquent and non delinquent students.

Two two-way analyses of variance (ANOVA) were used to test the null hypotheses stated in this study regarding school climate and student satisfaction. Prior to

analysis of the data of the six null hypotheses, the Hartley F max test statistic was applied to test the assumption of homogeneity of variance for each ANOVA. For school climate, F max = 4.46 and for student satisfaction F max = 3.31. The Hartley F max degrees of freedom was 20 and $p < .01$ = F max >5.6. Since neither of the observed F max values exceeded 5.6, no violation of the assumption of homogeneity of variance.

Dr. Keefe (Dr. James Keefe, personal communication, June 2, 1993) stated that the individual student's raw score could be added up and used as a variable in the ANOVA model. Analysis of data gathered from the school climate and student satisfaction surveys was accomplished through two two-way analyses of variance with individual total raw score on each survey as a dependent variable (see Appendix J).

The null hypotheses were tested hierarchically. That is, for each dependent variable, school climate (Hypotheses 1-3) and student satisfaction (Hypotheses 4-6), the interaction hypothesis was tested first. The interaction hypotheses was Hypotheses 1 and 4. If there was no interaction in Hypotheses 1 and 4, the main effects was tested (Hypotheses 2 and 3 and Hypotheses 5 and 6). Means and standard deviations for the groups are presented in Table 2 and Table 4. Table 5 and Table 6 contains the results of the analysis of variance. (see Table 2, Table 3, Table 4, and Table 5).

Table 2 – Means Table of Students' Perceptions of School Climate

	Nondelinquent			Delinquent			Total		
School	No.	X	SD	No.	X	SD	No.	X	SD
Butler	20	152.950	33.730	32	175.938	29.451	52	167.096	32.842
Grissom	22	154.318	32.861	13	182.846	48.463	35	163.914	41.128
Huntsville	20	151.900	22.928	13	166.231	44.161	33	157.545	33.076
Johnson	20	146.000	34.595	21	188.333	32.521	41	167.683	39.450
Lee	18	174.167	26.463	21	171.048	44.802	39	172.487	37.043
Total	100	155.470	31.370	100	177.150	38.297	200	166.310	36.569

Table 3 – Analysis of Variance for Student Status, Assigned School, and the Interaction Between Student Status and Assigned Schools in the Students' Perceptions of School Climate

Source	SS	df	MS	F
Student Status	20773.185	1	20773.185	17.258*
School	3555.950	4	888.988	.739
Interaction	11155.681	4	2788.920	2.317
Residual	228697.517	190	1203.671	

*p < .01

Table 4 – Means Table of Students' Perceptions of Student Satisfaction

	Nondelinquent			Delinquent			Total		
School	No.	X	SD	No.	X	SD	No.	X	SD
Butler	20	145.200	35.847	32	142.200	29.374	52	143.327	31.709
Grissom	22	130.182	25.288	13	155.923	38.750	35	139.743	32.927
Huntsville	20	132.900	23.813	13	145.615	34.391	33	137.909	28.636
Johnson	20	128.450	21.297	21	159.762	25.930	41	144.488	28.560
Lee	18	146.944	26.496	21	141.524	30.230	39	144.026	28.329
Total	100	136.400	27.634	100	147.960	31.213	200	142.180	29.969

Table 5 – Analysis of Variance for Student Status, Assigned School, and the Interaction Between Student Status and Assigned Schools in the Students' Perceptions of Student Satisfaction

Source	SS	df	MS	F
Student Status	7073.003	1	7073.003	8.380*
School	572.709	4	143.177	.170
Interaction	11063.962	4	2765.990	3.277
Residual	160373.434	190	844.071	

*p < .01

FINDINGS

The primary purpose of this study was to examine the differences between delinquent and nondelinquent children in the secondary schools of the Huntsville City School System of Madison County, Alabama, in their perceptions of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys.

Summary of the Findings

This study revealed the following findings relative to the hypotheses:

1. The majority of delinquent students were Black and the majority of nondelinquent students were White.

2. No nondelinquents students and 17.0% of delinquents students were attending special education classes.

3. The delinquent group had 39.0% that could not read on a 4-6 grade reading level. This group was 87.2% male and 12.8% female.

4. The majority of delinquent children (58.0%) had been retained, whereas only 16.0% of the nondelinquent children had been retained.

5. The majority of the 16 nondelinquent children had been retained in K - 2nd grades. The 58 delinquents had been retained at all grade levels K-10th grades.

6. The majority of delinquent children (69.0%) had been suspended or expelled and only 16.7% of the nondelinquents had been suspended or expelled.

7. The majority of delinquents lived with their mothers. The majority of nondelinquents lived with both their parents.

8. According to delinquent children about half the parents were divorced and half were not divorced. The majority of the nondelinquent children's parents were not divorced.

9. The majority of delinquent children (56.0%) reported that their parents were separated, and the majority of the nondelinquent (80.4%) children's parents were not

separated.

10. Almost half of the delinquent children received free or reduced lunch. The majority of nondelinquent children did not receive free or reduced lunch.

11. Null Hypothesis One was not rejected at the .01 level. No significant interaction was observed between student status (delinquent and non delinquent and assigned school in students' perceptions of school climate, as measured by the NASSP-CASE School Climate Survey.

12. A significant difference was noted between the student status of delinquent and non delinquent students in their perceptions of school climate, as measured by the NASSP-CASE School Climate Survey. Support for Null Hypothesis Two predicting interaction was evident and the hypothesis was rejected at the .01 level.

13. Null Hypothesis Three was not rejected at the .01 level. Support for the hypothesis predicting differences among schools was not evident.

14. Null Hypothesis Four was not rejected at the .01 level. No significant interaction was observed between student status (delinquent and non delinquent) and assigned school in students' perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey.

15. A significant difference was noted between the student status delinquent and non delinquent students in their perceptions of student satisfaction, as measured by the NASSP-CASE Student Satisfaction Survey. Support for Null Hypothesis Five predicting a main effect for student status was evident and the hypothesis was rejected at the .01 level.

16. Null Hypothesis Six was not rejected at the .01 level. Support for the hypothesis predicting differences among schools was not evident.

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APPENDIX A

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

COMPRESHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS (CASE) SCHOOL CLIMATE SURVEY

SCHOOL CLIMATE SURVEY

FORM A

Edgar A. Kelley, John A. Glover, James W. Keefe,
Cynthia Halderson, Carrie Sorenson, and Carol Speth

Directions

This survey asks different groups in a school and community what most people think about the school. These groups include students, teachers, school administrators, other school workers, school board members, and parents or other members of the community.

The survey has a number of statements that describe situations found in many schools. Most of these statements will fit your school, but for those that do not, mark the "don't know" answer.

Please mark your answers on the separate answer sheet. Use only a No. 2 pencil. Before you begin the survey, you will be asked to fill in the following information on the answer sheet about yourself and your school:

1. *Individual I.D. Number.* Your I.D. number at school (students) or Social Security number (teachers, parents, and community members).
2. *School Code.* (This number will be given to you.)
3. *Grade.* (If you are a student.) 6 = 6th grade; 7 = 7th grade; 8 = 8th grade; 9 = 9th grade; 10 = 10th grade; 11 = 11th grade; 12 = 12th grade
4. *Role.* 1 = Student; 2 = Teacher; 3 = School Staff other than Teacher or Administrator; 4 = School Administrator; 5 = Parent; 6 = Community Member other than Parent.
5. *Class Code.* (This number will be given to you if used.)
6. *Sex.* 1 = Female; 2 = Male
7. *Race.* 1 = American Indian; 2 = Asian American; 3 = Black; 4 = Hispanic; 5 = White; 6 = Other
8. *Special Codes.* (If needed, this information will be given to you.)

Do *not* mark in this booklet or write your name on the answer sheet (your answers are confidential). Mark only one answer for each statement. Choose the answer that you think **most people** in your school and community would pick. Use the following scale for your answers.

1 = Most people would *strongly disagree* with this statement.
2 = Most people would *disagree* with this statement.
3 = Most people would *neither agree nor disagree* with this statement.
4 = Most people would *agree* with this statement.
5 = Most people would *strongly agree* with this statement.
6 = I *don't know* what most people think about this statement, or I *don't know* whether this statement fits the school.

COMPREHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS

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KEY: *MOST PEOPLE*

1 = STRONGLY DISAGREE
2 = DISAGREE
3 = NEITHER AGREE NOR DISAGREE
4 = AGREE
5 = STRONGLY AGREE
6 = DON'T KNOW

TEACHER-STUDENT RELATIONSHIPS

1. Teachers in this school like their students.
2. Teachers in this school are on the side of their students.
3. Teachers give students the grades they deserve.
4. Teachers help students to be friendly and kind to each other.
5. Teachers treat each student as an individual.
6. Teachers are willing to help students.
7. Teachers are patient when a student has trouble learning.
8. Teachers make extra efforts to help students.
9. Teachers understand and meet the needs of each student.
10. Teachers praise students more often than they scold them.
11. Teachers are fair to students.
12. Teachers explain carefully so that students can get their work done.

SECURITY AND MAINTENANCE

13. Students usually feel safe in the school building.
14. Teachers and other workers feel safe in the building before and after school.
15. People are not afraid to come to school for meetings and programs in the evening.
16. Classrooms are usually clean and neat.
17. The school building is kept clean and neat.
18. The school building is kept in good repair.
19. The school grounds are neat and attractive.

ADMINISTRATION (Principal, Assistant Principal, etc.)

20. The administrators in this school listen to student ideas.
21. The administrators in this school talk often with teachers and parents.
22. The administrators in this school set high standards and let teachers, students, and parents know what these standards are.
23. Administrators set a good example by working hard themselves.
24. The administrators in this school are willing to hear student complaints and opinions.
25. Teachers and students help to decide what happens in this school.

STUDENT ACADEMIC ORIENTATION

26. Students here understand why they are in school.
27. In this school, students are interested in learning new things.
28. Students in this school have fun but also work hard on their studies.
29. Students work hard to complete their school assignments.

GO TO THE NEXT PAGE

KEY: *MOST PEOPLE*

1 = STRONGLY DISAGREE
2 = DISAGREE
3 = NEITHER AGREE NOR DISAGREE
4 = AGREE
5 = STRONGLY AGREE
6 = DON'T KNOW

STUDENT BEHAVIORAL VALUES

30. If one student makes fun of someone, other students do not join in.
31. Students in this school are well-behaved even when the teachers are not watching them.
32. Most students would do their work even if the teacher stepped out of the classroom.

GUIDANCE

33. Teachers or counselors encourage students to think about their future.
34. Teachers or counselors help students plan for future classes and for future jobs.
35. Teachers or counselors help students with personal problems.
36. Students in this school can get help and advice from teachers or counselors.

STUDENT-PEER RELATIONSHIPS

37. Students care about each other.
38. Students respect each other.
39. Students want to be friends with one another.
40. Students have a sense of belonging in this school.

PARENT AND COMMUNITY-SCHOOL RELATIONSHIPS

41. Parents and members of the community attend school meetings and other activities.
42. Most people in the community help the school in one way or another.
43. Community attendance at school meetings and programs is good.
44. Community groups honor student achievement in learning, music, drama, and sports.

INSTRUCTIONAL MANAGEMENT

45. There is a clear set of rules for students to follow in this school.
46. Taking attendance and other tasks do not interfere with classroom teaching.
47. Teachers spend almost all classroom time in learning activities.
48. Students in this school usually have assigned schoolwork to do.
49. Most classroom time is spent talking about classwork or assignments.
50. Teachers use class time to help students learn assigned work.
51. Outside interruptions of the classroom are few.

STUDENT ACTIVITIES

52. Students are able to take part in school activities in which they are interested.
53. Students can be in sports, music, and plays even if they are not very talented.
54. Students are comfortable staying after school for activities such as sports and music.
55. Students can take part in sports and other school activities even if their families cannot afford it.

END OF THE SURVEY

APPENDIX B

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

COMPRESHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS (CASE)
STUDENT SATISFACTION SURVEY

STUDENT SATISFACTION SURVEY

FORM A

Neal Schmitt and Brian Loher

Directions

This survey has a number of statements which may describe situations in your school. For each statement, mark one answer on the answer sheet. Use only a No. 2 pencil. Do not write on this questionnaire.

Before you begin the survey, you will be asked to fill in the following information on the answer sheet about yourself and your school:

1. *Individual I.D. Number.* Your I.D. number at school.
2. *School Code.* (This number will be given to you.)
3. *Grade.* 6 = 6th grade; 7 = 7th grade; 8 = 8th grade; 9 = 9th grade; 10 = 10th grade; 11 = 11th grade; 12 = 12th grade
4. *Role.* Fill in # 1 for Student.
5. *Class Code.* (This number will be given to you if used.)
6. *Sex.* 1 = Female; 2 = Male
7. *Race.* 1 = American Indian; 2 = Asian American; 3 = Black; 4 = Hispanic; 5 = White; 6 = Other
8. *Special Codes.* (If needed, this information will be given to you.)

Do *not* mark in this booklet or write your name on the answer sheet (your answers are confidential). Use the scale below to select the answer that best describes how you feel about each item:

1 = I am *very unhappy* about this aspect of my school.
2 = I am *unhappy* about this aspect of my school.
3 = I am *neither happy nor unhappy* about this aspect of my school.
4 = I am *happy* about this aspect of my school.
5 = I am *very happy* about this aspect of my school.
6 = I *don't know* how I feel about this aspect of my school, or I *don't know* whether this statement fits my school.

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KEY: I AM

1 = VERY UNHAPPY
2 = UNHAPPY
3 = NEITHER HAPPY NOR UNHAPPY
4 = HAPPY
5 = VERY HAPPY
6 = DON'T KNOW

TEACHERS

1. How well teachers understand my problems.
2. How often teachers tell me when I do good work.
3. How much teachers help me when I am having trouble.
4. How much teachers make me want to learn new things.
5. How much teachers help me with my schoolwork.
6. How much my teachers seem to enjoy teaching.
7. How I feel, in general, about my teachers.

FELLOW STUDENTS

8. How easy it is to make new friends at my school.
9. How often students help each other on school projects.
10. How students treat each other.
11. The kinds of students who go to my school.
12. How I feel, in general, about other students who go to my school.

SCHOOLWORK

13. The choices I have in picking classes.
14. How much my classes challenge me.
15. The number of tests I have.
16. How much my schoolwork is exciting.
17. The amount of homework I have.
18. How I feel, in general, about my classes and schoolwork.

STUDENT ACTIVITIES

19. The number of sports teams at my school.
20. The number of school events in which I take part.
21. How much students can plan and take part in school events.
22. The number of social events at the school.
23. How I feel, in general, about student activities in my school.

STUDENT DISCIPLINE

24. How safe I feel at school.
25. How well students behave in *class*.
26. How well students behave in the *school*.
27. How well school rules are enforced.
28. How well students do what is expected without being told.
29. How I feel, in general, about student discipline in my school.

GO TO THE NEXT PAGE

KEY: I AM

1 = VERY UNHAPPY
2 = UNHAPPY
3 = NEITHER HAPPY NOR UNHAPPY
4 = HAPPY
5 = VERY HAPPY
6 = DON'T KNOW

DECISION-MAKING OPPORTUNITIES

30. The importance of meetings that students are invited to attend.
31. How much opportunity students have to comment on courses that are offered.
32. How much influence the student council has in suggesting school events.
33. How well school administrators listen to student ideas.
34. How I feel, in general, about my opportunity to help make decisions at my school.

SCHOOL BUILDINGS, SUPPLIES, AND UPKEEP

35. How easy it is for me to use the school library.
36. How good the books and other materials are in the school library.
37. How well the school *grounds* are kept clean.
38. How well the school *buildings* are kept clean and in good repair.
39. How well classroom supplies and materials help me learn.
40. How happy I am, in general, about the school buildings, supplies, and upkeep at my school.

COMMUNICATION

41. How easy it is for me to find out about new and important things at school.
42. How easy it is for me to talk to teachers outside the classroom.
43. How much I am told about what is happening at the school.
44. How much time I spend talking with other kids about classes and school activities.
45. How easy it is to talk with the principal or other school administrators.
46. How I feel, in general, about relating to people and things at my school.

END OF THE SURVEY

APPENDIX C

SOCIAL HISTORY INFORMATION REPORT

SOCIAL HISTORY INFORMATION

How to mark your Social History Information form.

1. Mark your choice with PENCIL, ONLY on the NCS sheet.
2. Match your answer with the corresponding numbered box on the NCS sheet.
3. Do not identify yourself.

1. What is your age?
   a. 17 years old
   b. 16 years old
   c. 15 years old
   d. 14 years old
   e. 13 years old

2. How do you describe yourself: (Mark only one).
   a. American Indian or Alaskan native
   b. Asian, Asian American, or Pacific Islander
   c. Black or African American
   d. Hispanic American
   e. White

3. What high school are you enrolled?
   a. Butler High School
   b. Grissom High School
   c. Huntsville High School
   d. Johnson High School
   e. Lee High School

4. What is your grade in school?
   a. 9 th grade
   b. 10 th grade
   c. 11 th grade
   d. 12 th grade
   e. Other

5. What is your present GPA (grade point average)?
   a. 90 - 100 (A)
   b. 80 - 89 (B)
   c. 70 - 79 (C)
   d. 65 - 69 (D)
   e. Below 65 (F)

6. How many credits (number of classes) do you presently have toward your graduation?
   (A student could have 6 units at the end of the 9th grade).
   a. 3 units of credit
   b. 4 units of credit
   c. 5 units of credit
   d. 6 units of credit
   e. More than 6 units of credit.

7. Are you enrolled in Special Education Classes?
   a. Yes
   b. No

8. How much time do you spend on homework each evening?
   a. Do not do homework
   b. Less than one hour
   c. One hour
   d. One - two hours
   e. Two - three hours

9. Have you ever been retained in a grade?
   a. Yes
   b. No

10. How many times have you been retained?
    a. One
    b. Two
    c. Three
    d. Four
    e. Five

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11. In what grade or grades were you retained?
(Circle the correct grade or grades you were you retained).
   a. Kindergarten - 2 nd grade
   b. 3 rd grade -5 th grade
   c. 6 the grade - 8 th grade
   d. 9 th grade
   e. 10 th grade

12. Have you ever been Suspended or Expelled from school?
   a. Yes
   b. No

13. How many days have you been absent from school this school year?
   a. 1 - 5 days
   b. 6 - 10 days
   c. 11 - 15 days
   d. 16 - 20 days
   e. Over 21 days

14. On the average, how many times are you tardy for school during one school week?
   a. One day
   b. Two days
   c. Three days
   d. Four days
   e. Five days

15. On the average, how many classes are you tardy to during one school week?
   a. One class
   b. Two classes
   c. Three classes
   d. Four classes
   e. More than five classes

16. On the average, how many classes do you CUT without permission during ONE school week?
   a. One class
   b. Two classes
   c. Three classes
   d. Four classes
   e. More than five classes

17. Who do you live with?
   a. Both parents
   b. Mother
   c. Father
   d. Guardian
   e. Grandparents

18. Are your parent's divorced?
   a. Yes
   b. No

19. Are your parent's separated?
   a. Yes
   b. No

20. Do you receive free or reduced lunch at school?
   a. Yes
   b. No

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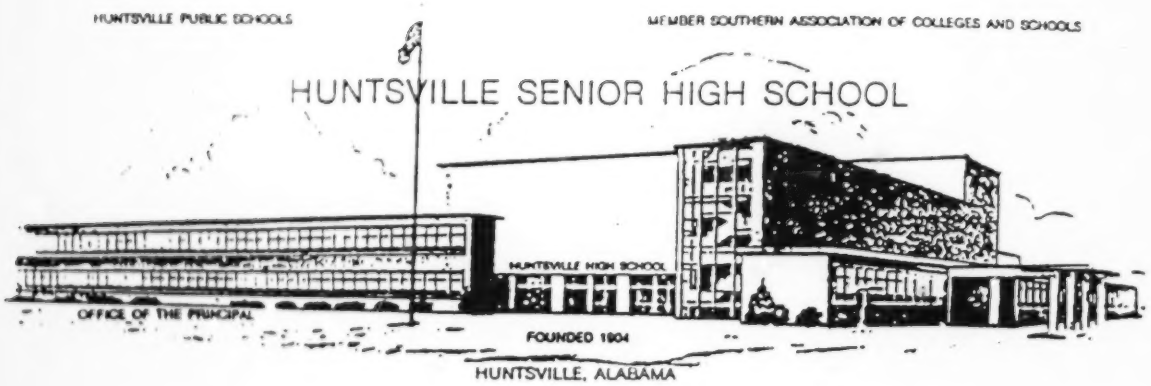
APPENDIX D

LETTER FROM DR. JAMES KEEFE GRANTING PERMISSION TO USE THE COMPREHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS (CASE) SCHOOL CLIMATE AND STUDENT SATISFACTION SURVEYS



2304 Billie Watkins
Huntsville, Al. 35801
January 28, 1992

The National Association of Secondary School Principals
Attn: Dr. James Keefe, Director of Research
1904 Association Drive
Reston, Virginia 22091-1598

Dear Dr. Keefe,

I would like to request permission to use the NASSP School Climate and Student Satisfaction surveys (CASE) as part of my dissertation. This study is in partial fulfillment of the requirements for the degree of Doctor of Education in the program of Administration and Instructional Leadership in the graduate school at The University of Alabama, Tuscaloosa, Alabama. I am presently a teacher at Huntsville High School, Huntsville, Al. and a member of DSA of NASSP.

I talked to Betty Hill by phone on Jan. 28, 1992, and she directed me in addressing this letter to you for permission to use the CASE instrument. I will only be using the Student Satisfaction and Student School Climate surveys of the CASE instrument for two groups of 100 children each. The title of my dissertation is:

A Comparative Assessment of School Environments
By Delinquent and Non Delinquent Children:
Implications for School Leaders.

If you have no objections, I will proceed with my dissertation. Should you have questions concerning this study, please contact me (Home (205) 881 1924 or School (205) 532 4870 ext. 31). Your signature and return of this correspondence will be appreciated.

Sincerely,
Cathy McNeal
Cathy McNeal

Permission granted for study James L. Keefe 2/4/92
Dr. James Keefe Date

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APPENDIX E

SOCIAL HISTORY INFORMATION REPORT RESULTS

Social History Information Report Results

The Social History Information Report listed at-risk factors and a demographic profile for delinquents and nondelinquent children in Madison County, Alabama. Questions 1, 2, 3, and 4 identify information about the age, race, high school enrolled, and grade. (See Table 1, 2, 3, and 4).

Table 1 – What is Your Age?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
17 yrs. old	5	5.0%	0	0.0%	5	2.5%
16 yrs. old	52	52.0%	61	61.0%	113	56.5%
15 yrs. old	19	19.0%	37	37.0%	56	28.0%
14 yrs. old	24	24.0%	2	2.0%	26	13.0%
Total	100	100.0%	100	100.0%	200	100.0%

The majority of delinquent and non delinquent students were sixteen years old.

Table 2 – How Do You Describe Yourself?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
American Indian	4	4.0%	4	4.0%	8	4.0%
Asian American	2	2.0%	1	1.0%	3	1.5%
Black	62	62.0%	29	29.0%	91	45.5%
Hispanic American	1	1.0%	2	2.0%	3	1.5%
White	31	31.0%	64	64.0%	95	47.5%
Total	100	100.0%	100	100.0%	200	100.0%

The majority of delinquent students were black and the majority of nondelinquent students were white.

Table 3 – What High School Are You Enrolled?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Butler	32	32.0%	20	20.0%	52	26.0%
Grissom	13	13.0%	22	22.0%	35	17.5%
Huntsville	13	13.0%	20	20.0%	33	16.5%
Johnson	21	21.0%	20	20.0%	41	20.5%
Lee	21	21.0%	18	18.0%	39	19.5%
Total	100	100.0%	100	100.0%	200	100.0%

The nondelinquent students were evenly distributed among the schools. Grissom was the largest school and had the largest number and Lee was the smaller school and had the smallest number. Slightly more non delinquents students came from Butler. Johnson and Lee both had 21.0% each and Huntsville and Grissom had 13.0% each. This is a representative sampling of the clients who are on probation at the Robert Neaves Center for Children according to Dr. Jim Davis, Chief Probation Officer and Director of the Robert Neaves Center for Children (Dr. James Davis, personal communication, March 3, 1992).

Table 4 – What is Your Grade in School?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
9th Grade	39	39.0%	0	0.0%	39	19.5%
10th Grade	45	45.0%	99	99.0%	144	72.0%
11th Grade	13	13.0%	1	1.0%	14	7.0%
12th Grade	2	2.0%	0	0.0%	2	1.0%
Other	1	1.0%	0	0.0%	1	0.5%
Total	100	100.0%	100	100.0%	200	100.0%

The majority of delinquent children were in the ninth and tenth grades. Ninety-nine percent of the nondelinquents were in the 10th grade.

Although the majority of the subjects were male, the gender of the delinquent was majority male and nondelinquent students was majority female (see Table 5).

Table 5 – Gender of Delinquent and Nondelinquent Students

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Male	78	78.0%	46	46.0%	124	62.0%
Female	22	22.0%	54	54.0%	76	38.0%
Total	100	100.0%	100	100.0%	200	100.0%

Questions 5, 6 and 7 measured academic achievement level of delinquent and non delinquent children (see Table 6, 7 and 8).

Table 6 – What Is Your Present GPA?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
GPA/99-199 (A)	8	8.0%	15	15.0%	23	11.5%
GPA/80-90 (B)	42	42.0%	62	62.0%	104	52.0%
GPA/70-79 (C)	36	36.0%	17	17.0%	53	26.5%
GPA/65-69 (D)	8	8.0%	5	5.0%	13	6.5%
GPA/Below 65 (F)	6	6.0%	1	1.0%	7	3.5%
Total	100	100.0%	100	100.0%	200	100.0%

The majority of delinquent students had a GPA of a 80 - 89 (B) or 70 - 79 (C) and the majority of non delinquent students had a GPA of a 80 - 89 (B).

Table 7 – How Many Credits Do You Presently Have Toward Your Graduation?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
3 Units of Credit	12	16.9%	0	0.0%	12	7.0%
4 Units of Credit	8	11.3%	1	1.0%	9	5.3%
5 Units of Credit	10	14.1%	1	1.0%	11	6.4%
6 Units of Credit	4	5.6%	4	4.0%	8	4.7%
More than 6 Units	37	52.1%	94	94.0%	131	76.6%
Total	100	100.0%	100	100.0%	171	100.0%

The majority of delinquent students who responded to this item had more than 6 units of credit toward graduation but 48.0% of the delinquent students had less than 6 units. Only seventy-one of the delinquent students answered this question. Most non delinquent students had more than six units of credit toward graduation.

Table 8 – Are You Enrolled in Special Education Classes?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Special Ed - Yes	17	17.0%	0	0.0%	17	8.5%
Special Ed - No	83	83.0%	99	100%	182	91.5%
Total	100	100.0%	99	100.0%	199	100.0%

No non delinquent students and 17.0% of delinquent students were attending special education classes. Only one non delinquent student did not answer this question.

Question 8 measured academic values of delinquent and non delinquent children (see Table 9).

Table 9 – How Much Time Do You Spend On Homework Each Evening?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
No Homework	20	20.0%	8	8.0%	28	14.0%
Less than 1 hour	30	30.0%	31	31.0%	61	30.0%
One Hour	26	26.0%	23	23.0%	49	6.4%
1 - 2 Hours	19	19.0%	27	27.0%	46	4.7%
2 - 3 Hours	5	5.0%	11	11.0%	16	8.0%
Total	100	100.0%	100	100.0%	200	100.0%

Fifty percent of the delinquent children spend one hour or more on homework each evening. Sixty-one percent of the non delinquent children spend one hour or more on homework each evening.

Questions 9, 10 and 11 measured retention in grade of delinquent and non delinquent children (see Table 10, 11 and 12).

Table 10 – Have You Ever Been Retained in a Grade?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Retained	58	58.0%	16	16.0%	74	37.0%
Not Retained	42	42.0%	84	84.0%	126	63.0%
Total	100	100.0%	100	100.0%	200	100.0%

The majority of delinquent children had been retained, whereas only 16.0% of the nondelinquent children had been retained.

Table 11 – How Many Times Have You Been Retained?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Retained One Time	45	77.6%	14	87.5%	59	79.7%
Retained Two Times	9	15.5%	1	6.2%	10	13.5%
Retained Three Times	3	5.2%	1	6.2%	4	5.4%
Retained Four Times	0	0.0%	0	0.0%	0	0.0%
Retained Five Times	1	1.7%	0	0.0%	1	1.4%
Total	58	100.0%	16	100.0%	74	100.0%

The majority of delinquent and non delinquent students had been retained one time. The 22.4% of delinquent children and 13.0% of non delinquent children had been retained two times or more. Fifty-eight of the delinquents and only sixteen of the nondelinquents answered this question. Children skipped this question if they had answered "no" to Question 9.

Table 12 – In What Grade or Grades Were You Retained?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Retained in K-2nd	17	29.3%	11	68.8%	28	38.0%
Retained in 3rd-5th	14	24.1%	2	12.5%	16	22.0%
Retained in 6th-8th	12	20.7%	13	18.8%	15	20.0%
Retained in 9th	12	20.7%	0	0.0%	12	16.0%
Retained in 10th	3	5.2%	0	0.0%	3	4.0%
Total	58	100.0%	16	100.0%	74	100.0%

The delinquents had been retained at all grade levels. The majority of the nondelinquents had been retained in K - 2nd grades. Fifty-eight of the delinquents and sixteen of the nondelinquents answered this question. Children skipped this question if they had answered "no" to Question 9.

Question 12 measured behavior problems in delinquent and nondelinquent children (see Table 13).

Table 13 – Have You Ever Been Suspended or Expelled From School?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Suspended or Expelled	69	69.0%	16	16.7%	85	43.4%
Not Suspended/ Expelled	31	31.0%	80	83.3%	111	56.6%
Total	58	100.0%	96	100.0%	196	100.0%

The majority of delinquent children had been suspended or expelled and only 16.7% of the nondelinquent children had been suspended or expelled. All the delinquents and ninety-six of the nondelinquents answered this question.

Questions 13, 14, 15 and 16 measured attendance records in delinquent and nondelinquent children. (Table 14, 15, 16 and 17)

Table 14 – How Many Days Have You Been Absent From School This Year?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
1 - 5 Days	46	55.4%	63	65.6%	109	60.9%
6 - 10 Days	15	18.1%	16	16.7%	31	17.3%
11 - 15 Days	3	3.6%	5	5.2%	8	4.5%
16 - 20 Days	2	2.4%	7	7.3%	9	5.0%
Over 21 Days	17	5.2%	5	20.5%	22	12.3%
Total	83	100.0%	96	100.0%	179	100.0%

This question was not considered valid since the delinquent children were measured during the summer of 1992 and at the beginning of the 1992-93 school year. The nondelinquent children were measured at the end of the 1991-92 school year.

Table 15 – On The Average, How Many Times Are You Tardy For School During One School Week?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
One Day	25	34.2%	40	67.8%	65	49.2%
Two Days	14	19.2%	10	16.9%	24	18.2%
Three Days	14	19.2%	7	11.9%	21	15.9%
Four Days	6	8.2%	1	1.7%	7	5.3%
Five Days	14	19.2%	1	1.7%	15	11.4%
Total	73	100.0%	59	100.0%	132	100.0%

The 72.6% of delinquent children and 96.6% of nondelinquents were tardy one to three days during a school week. The 19.2% of the delinquent children had been tardy five days in one week and this was at the beginning of the school year. Seventy-three of the delinquents and fifty-nine of the nondelinquents children answered this question.

Table 16 – On The Average, How Many Classes Are You Tardy For School During One School Week?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
One Day	28	34.2%	40	67.8%	65	49.2%
Two Days	17	19.2%	10	16.9%	24	18.2%
Three Days	9	19.2%	7	11.9%	21	15.9%
Four Days	4	8.2%	1	1.7%	7	5.3%
Five Days	7	19.2%	1	1.7%	15	11.4%
Total	65	100.0%	59	100.0%	132	100.0%

The 84.1% of delinquent children and 69.6% of nondelinquent were tardy to one or two classes during a school week. Among the delinquent children, 30.8% had been tardy

to three to five classes in one week and this was at the beginning of the school year. Sixty-five of delinquents and seventy nondelinquents answered this question.

Table 17 – On The Average, How Many Classes Do You Cut Without Permission During One School Week?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
One Class	18	43.9%	21	70.0%	39	54.9%
Two Classes	14	34.1%	2	6.7%	16	22.5%
Three Classes	2	4.9%	3	10.0%	5	7.0%
Four Classes	3	7.3%	2	6.7%	5	7.0%
Five Classes	4	9.8%	2	6.7%	6	8.6%
Total	41	100.0%	30	100.0%	71	100.0%

The 78.0% of delinquent children and 76.6% of non delinquent had cut one to two classes during a school week. Among the delinquent children, 22.0% had cut three to five classes in one week and this was at the beginning of the school year. Of the nondelinquent children, 23.4% had cut three to five classes in one week and this was at the end of the school year. Forty-one of delinquents and thirty nondelinquents answered this question.

Questions 17, 18, 19, and 20 measured socioeconomic standing in delinquent and nondelinquent children. (Table 18, 19, 20, and 21).

Table 18 – Who Do You Live With?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Both Parents	33	31.3%	21	63.3%	96	46.8%
Mother	53	50.0%	2	29.3%	82	40.0%
Father	5	4.7%	3	4.0%	9	4.4%
Guardian	3	2.8%	2	2.0%	5	2.5%
Grandparents	12	11.3%	2	1.0%	13	6.3%
Total	106	100.0%	99	100.0%	205	100.0%

The majority of delinquent children lived with their mothers. The majority of nondelinquent children lived with both their parents. One hundred and six of the delinquents and ninety-nine of the nondelinquents children answered this question. Some of the nondelinquent children answered more than one choice to this question. One nondelinquent student from Grissom did not answer this question. Seven delinquent students had multiple answer to this question. Five delinquents lived with their mother and grandparents, one delinquent lived with his/her mother and guardian, and one delinquent lived with both parents and a guardian.

Table 19 – Are Your Parents Divorced?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Divorced	48	48.0%	27	27.0%	75	37.5%
Not Divorced	52	52.0%	73	73.0%	125	62.5%
Total	100	100.0%	100	100.0%	200	100.0%

Many of the delinquent students had difficulty with this question since they stated that their parents had never been married. According to the delinquent children about half the parents were divorced and half were not divorced. The majority of the nondelinquent children's parents were not divorced. All the delinquents and nondelinquent children answered this question.

Table 20 – Are Your Parents Separated?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Separated	56	56.0%	18	19.6%	74	38.5%
Not Separated	44	44.0%	74	80.4%	118	61.5%
Total	100	100.0%	92	100.0%	192	100.0%

Many of the delinquent students had difficulty with this question since they stated that their parents had never been married. Slightly more delinquent children reported that their parents were separated, and the majority of the nondelinquent children's parents were not separated. All the delinquents and ninety-two of the nondelinquent children answered this question.

Table 20 – Do You Receive Free or Reduced Lunch at School?

	Delinquent Children		Nondelinquent Children		Total Children	
	No.	(%)	No.	(%)	No.	(%)
Free or Reduced Lunch	45	45.0%	11	11.0%	56	28.0%
No Free or Reduced Lunch	55	55.0%	89	89.0%	144	72.0%
Total	100	100.0%	100	100.0%	200	100.0%

Almost half of the delinquent children received free or reduced lunch. The majority of nondelinquent children did not receive free or reduced lunch. All the delinquents and

the nondelinquent children answered this question.

The grade point average, retention in grade, expulsion, and number of credits toward graduation were verified through the accumulative records of a sampling from both groups. The data for the nondelinquent children were verified through access to the students accumulative records, with permission granted by Dr. Ron Saunders, Superintendent of Huntsville City Schools. The delinquent children were verified through the probation officers of the Madison County District Court and the Robert Neaves Center for Children. The identities of the students were not revealed at any time during the study.

APPENDIX F

NOTIFICATION OF IRB ACTION
COLLEGE OF EDUCATION, THE UNIVERSITY OF ALABAMA

COLLEGE OF EDUCATION THE UNIVERSITY OF ALABAMA

Office of Research and Service
EVALUATION AND ASSESSMENT LABORATORY

Notification of IRB Action
(Expedited, College of Education)

Principal Investigator(s): Mary C. McNeal
4020 Heatherhill SE
Huntsville, Alabama 35802

Title of Research Proposal: A Comparative Assessment of School Environment by Delinquent and Non Delinquent Children Implications for Public School Leaders in Alabama

Date: April 13, 1992

IRB Action:

[X] This proposal complies with University and Federal Regulations for the protection of human subjects (45 CFR 46). Approval is effective for a period of one year from the date of this notification.

[ ] Revision requested: (See attachment)

Stephen W. Hebbler
University Representative
Institutional Review Board for the
Protection of Human Subjects

BOX 870231 • TUSCALOOSA, ALABAMA 35487-0231 • PHONE (205) 348-9325 • FAX 348-6873

APPENDIX G

LETTER TO DR. RON SAUNDERS, SUPERINTENDENT OF THE HUNTSVILLE CITY SCHOOL SYSTEM, MADISON COUNTY, AL REQUESTING PERMISSION FOR THE STUDY

HUNTSVILLE PUBLIC SCHOOLS

MEMBER SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

April 14, 1992

Dear Dr. Saunders:

The purpose of this letter is to solicit your approval in contacting the high school principals within your school system regarding a study I'm conducting concerning the assessment of school environments by delinquent and non delinquent students. This study is in partial fulfillment of the requirements for the degree of Doctor of Education in the program of Administration and Instructional Leadership in the graduate school at The University of Alabama.

I am specifically targeting two groups of students for this comparative study. Groups I will be made up on one 10th grade English class from each of the five secondary schools in the Huntsville City Schools: Butler High School, Grissom High School, Huntsville High School, Johnson High School, and Lee High School. I will need to arrange a time within the month of April or May, 1992, to administer the National Association of Secondary School Principals - Comprehensive Assessment of School Environments (CASE) - School Climate and Student Satisfaction Surveys to the students of each of the selected English classes. I will also need to have the students fill out a Social History Information Report. Group II will be made up of one hundred delinquents between the ages of fourteen and sixteen years of age enrolled in one of the secondary schools of the Huntsville City Schools and detained at the Robert Neaves Center for Children. This group will be administered the same instruments under jurisdiction of the Madison County District Court Judges: Judge Hartwell B. Lutz, Judge E. Dwight Fay, Jr. and Judge Laura Wilburn Hamilton. None of the students in Group I or Group II will be identified in this study.

If you have no objections, I will proceed in contacting the principals of the secondary schools of the Huntsville City Schools. Should you have questions concerning this study, please contact me. Your signature and return of this correspondence will be appreciated.

Sincerely,

Cathy McNeal

Cathy McNeal

Permission granted for study Ron Saunders 4-15-92

Superintendent Date

BEST COPY AVAILABLE

APPENDIX H

LETTER OF INFORMED CONSENT TO PARENTS OF NONDELINQUENT STUDENTS REQUESTING PERMISSION FOR THEIR STUDENTS TO PARTICIPATE IN THIS STUDY

Dear Parent or Guardian,

The purpose of this letter is to solicit your approval regarding a study I'm conducting concerning the assessment of school environment by students. This study is in partial fulfillment of the requirements for the degree of Doctor of Education in the program of Administration and Instructional Leadership in the graduate school at the University of Alabama.

This dissertation study involves research with the purpose to share perceptions of delinquent and non delinquent children on the assessment of school environments. This study will provide answers to many questions about the effectiveness of a school environment on the growth process of a child from adolescent to adulthood.

The study shall have the purpose to examine the differences between the shared perceptions of delinquent and non delinquent children in the secondary schools of the Huntsville City School System of Madison County, Alabama in their assessment of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys.

Each student will be asked to take approximately 30 minutes during Mrs. McAlpine's class on Monday, May 4, 1992, to take a nationally normed instrument by the National Association of Secondary School Principals - Comprehensive Assessment of School Environments (CASE) - School Climate Survey and Student Satisfaction Survey. Once the student has completed the two surveys, he or she will be asked to answer a 19 question Social History Information Report. The reasonable foreseeable risk occurring from participation in this study is of minimal risk to students. All subjects that take part in this research shall be treated as autonomous agents and each subjects diminished autonomy is entitled to protection. None of the students that participate in this study will be identified and confidentiality of records will be utmost at all times.

An additional benefit of this study is that it will provide information and statistics about delinquent and non delinquent children assessment of school environment and allow educators to use this data to improve the school environment for the benefits of both groups and society in general.

If you have no objections, I will proceed in contacting your student through his or her homeroom class to participate in this study. Remember this will take less than one class period and Dr. Ron Saunders, Superintendent of the Huntsville City Schools, has granted permission for this study. I would like an opportunity to answer any questions about the purpose and procedures of this study at your convenience. Please feel free to contact me at my home (881 1924) or school (532 4870 ext. 31) should you have questions concerning this study. Again, participation in this study is voluntary and refusal to participate will involve no penalty. This study would greatly benefit our community by providing valuable data on student's assessment of school environments. I thank you in advance for your cooperation in this important research.

Sincerely,

Cathy McNeal

Cathy McNeal

I DO NOT WANT my child, whose name is _____
to participate in this study.

Signature of parent or guardian:_____

Date of Signature:_____

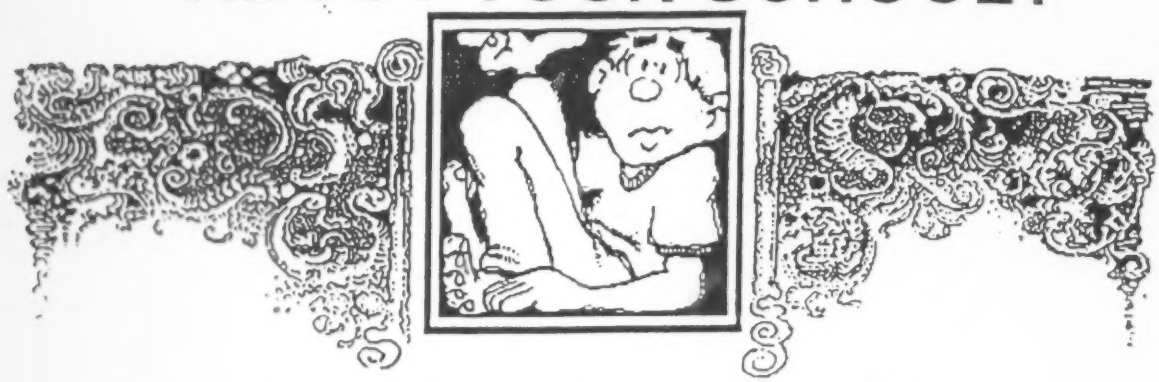
***IF YOU DO NOT CONSENT TO YOUR CHILD'S PARTICIPATION IN THIS STUDY PLEASE RETURN THIS FORM. THANK YOU.

APPENDIX I

VOUCHER – DELINQUENT STUDENTS

ROBERT NEAVES CENTER FOR CHILDREN

WHAT DO YOU THINK ABOUT YOUR SCHOOL?



DON'T BOX IN YOU FEELINGS. EXPRESS YOUR OPINIONS AND HELP TO CHANGE YOUR SCHOOL.

Voucher

This voucher is good for $2.00 CASH.

1. Go to Room _____
2. You will be asked to answer questions about what you think about your school.
3. Your will NOT be asked your name - ONLY your opinion.
4. It will take about 15 minutes to answer all the questions.
5. Once you have completed the questions, you will be given $2.00.

_____ _____

Signed (Probation Officer) Date

_____ _____

VOUCHER NUMBER __ _____ _____

APPENDIX J

LETTER OF INFORMED CONSENT TO PARENTS OF DELINQUENT STUDENTS REQUESTING PERMISSION FOR THEIR STUDENTS TO PARTICIPATE IN THIS STUDY

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This dissertation study involves research with the purpose to share perceptions of delinquent and non delinquent children on the assessment of school environments. This study will provide answers to many questions about the effectiveness of a school environment on the growth process of a child from adolescent to adulthood.

The study shall have the purpose to examine the differences between the shared perceptions of delinquent and non delinquent children in the secondary schools of the Huntsville City School System of Madison County, Alabama in their assessment of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys.

Each student will be asked to take approximately 30 minutes to take a nationally normed instrument by the National Association of Secondary School Principals - Comprehensive Assessment of School Environments (CASE) - School Climate Survey and Student Satisfaction Survey. Once the student has completed the two surveys, he or she will be asked to answer a 19 question Social History Information Report. The reasonable foreseeable risk occurring from participation in this study is of minimal risk to students. All subjects that take part in this research shall be treated as autonomous agents and each subjects diminished autonomy is entitled to protection. None of the students that participate in this study will be identified and confidentiality of records will be utmost at all times.

An additional benefit of this study is that it will provide information and statistics about delinquent and non delinquent children assessment of school environment and allow educators to use this data to improve the school environment for the benefits of both groups and society in general.

If you have no objections, I will proceed in testing your student at the Robert Neaves Center for Children during his or her weekly appointment with the probation officer. I would like an opportunity to answer any questions about the purpose and procedures of this study at your convenience. Please feel free to contact me at my home (881 1924) or school (532 4870 ext. 31) should you have questions concerning this study. Again, participation in this study is voluntary and refusal to participate will involve no penalty. This study would greatly benefit our community by providing valuable data on student's assessment of school environments. Your signature and return of this correspondence will be appreciated.

Sincerely,

Cathy McNeal

Cathy McNeal

Signature of parent or guardian:_____

Date of Signature:_____

***IF YOU DO NOT CONSENT TO YOUR CHILD'S PARTICIPATION IN THIS STUDY PLEASE RETURN THIS FORM. THANK YOU.